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ABSTRACT

The purpose of this study was to evaluate the effectiveness of (1) English as the medium of instruction and (2) the teaching of English as a Second Language (ESL) in Mele-Maat School, a British primary school located on Hideaway Island, New Hebrides. The evaluation was conducted by a panel of ESL specialists who observed, recorded, and then evaluated the activities of each class. Pupils' reading and listening achievement in ESL was measured by The Micronesian Achievement Test Series and by the Gap Reading Comprehension Test. Teachers' and pupils' written and oral abilities in ESL were measured respectively by an examination of written and tape-recorded samples from each class. Interviews, case studies, and questionnaires were also used as evaluation instruments. Among the findings, ESL teaching and using English as the medium of instruction were found to be above average as compared to other village schools in developing countries. Instruction, however, was too rigid, textbook-bound, whole- class directed, and limited to the formal environment of the classroom. While teachers' oral speech was usually understandable, both teachers and pupils used subject/verb errors, mispronounced and used inappropriate words, and spoke in phrases or single words rather than in sentences. In general, teachers and pupils expressed positive attitudes toward both the learning and teaching of English, and toward English as the medium of instruction. Recommendations regarding each finding are presented. (Author/MP)

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MELE-MAAT

First Year Evaluation of a British Primary School in the New Hebrides

A Study Sponsored by

The South Pacific Commission

Program Director

Althea Purdy

Program Evaluators

James C. Stone

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July 30, 1980

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"To the children and teachers

of

Mele-Maat School

in thanks and appreciation

for their warm friendship and hospitality."

- Dorothy Stone
- James Stone

June 19, 1980

(Our inscription in the World Atlas we presented to the school on leaving.)

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Foreward

At the invitation of the South Pacific Commission, an inter-governmental agency concerned with health, welfare, community development, and education, and financed by Pacific countries, including Australia, New Zealand, and the United States, the investigators spent the period of June 9-20, 1980 at Hideaway Island, two and a half minutes by boat plus a five-minute walk to Mele-Maat, a British primary school (1-6 grades, called classes) serving the rural villages of Mele and Maat. The school had been selected as a typical school by the South Pacific Commission at which to demonstrate the effects of a special program of in-service education under the direction of Althea Purdy, the Commission's Language Teaching Specialist in English. In the New Hebrides, English is the medium of instruction and children are taught English, beginning in class (grade) 1. This study had as its main function the collection of base-line data for a three-year evaluation. The report is written for the SPC and the staff of the Mele-Maat School. The intent of the recommendations is to improve the programme.

The investigation was conducted during a period of critical national crisis as the British, French, and New Hebrides governments sought to prevent a take-over by secessionist French-speaking rebels prior to New Hebrides independence on July 30. The New Hebrides government which took over after UN-sponsored elections last November is English-speaking. The independent archipelago will be named Vanuatu.

In preparation for the evaluation, Althea Purdy furnished us with previous reports of her school visits, articles about the SPC/Tate programme of English instruction, and a box containing copies of the children's books, workbooks, and teacher's manuals. In addition, she met us when we arrived and stayed with us the next day, introducing us to local Ministry of Education officials, Training College personnel, the Mele-Maat School, and our hostess at secluded Hideaway Island where we stayed during our "tour of duty."

Standard research protocol requires reports to be written in the third person, a practice followed by the evaluators in previous studies. But there is an exception to every rule and the time has come to invoke it. The true flavor of this evaluation would be lost without our own personal intervention. Hence, the use of the term "we" throughout our report.

We are very grateful to Althea Purdy, W. A. Roberts of the Ministry of Education, Susan Baraleo of Malapoa College, and especially and most of all, the staff and students of Mele-Maat for their help and cooperation.

Section 1. Introduction

The New Hebrides is a group of islands in the South Pacific:

-- named by Captain Cook in 1774 because they closely resembled the Hebrides Islands of Scotland that were so well-known to him,

-- remembered by an older generation as a battleground of US-Japanese Navies in WW II,

-- known to millions of English-speaking people the world over through James Michener's Pulitzer prize winning book, Tales of the South Pacific.

The New Hebrides has been under the joint protectorate of the British and French for the past 74 years at the time this evaluation was begun in June 1980. While we were there, the British and French and the elected government of the New Hebrides, which was looking forward to independence on July 30, 1980 were battling an insurrection on the small, beautiful island of Espiritu Santo in the New Hebrides group. The secessionists, who were French-speaking, had declared their independence from the newly elected New Hebrides government that was English-speaking.

While the insurrection did not interfere in any way with the evaluation study, it certainly was the prime concern and principal topic of conversation. In fact, on our first day at the Mele-Maat school, the principal said to us, "Aren't you afraid to be here at this time?" We replied, "No, not at all. We're among friends." And so we were.

Some of our new friends were Melanesians ("Black Islanders") so-named because they have dark skin. Their ancestors are believed to have migrated to the South Pacific from Malaysia in Southeast Asia. Later they intermarried with people who came from the many smaller islands to the

southeast of New Hebrides. These newer arrivals were called Polynesians ("Many Islands"), and their skin was lighter than the Melanesians. As a consequence, some of our new friends had skin that was quite light, some in between, and some dark.

Background of the Problem

The 74-year history of British-French rule of the New Hebrides is a history of two separate groups vying for dominance, authority, and partisans. This most clearly has been reflected in the educational system. Or, we should say systems, for there were primary-secondary schools and a training college for teachers where all instruction is given in French and there were primary-secondary schools and a training college for teachers where all instruction is in English. "And never the twain shall meet," or so it seems! In both instances, the children also speak their own mother tongue (which varies from island to island and even village to village in the case of Mele Maat). When it is time to enroll in first grade, parents must choose to send their children either to a school where all instruction is in English or French.

Schooling. Mele-Maat, the focal point of this baseline evaluation research, is a rural British primary school (1-6 grades) serving the villages of Mele and Maat. English is the medium of instruction and English from grade 1 on is learned as a second language.

The school year is divided into three terms--February May, June-August, mid-September-mid-December. Children go to school five days a week, Monday-Friday from 7 a.m. (beginning with "Assembly, Prayers, and Registration") until 11:30 and from 1:30-3 p.m. Children and teachers go home for lunch.

No food is available at the school and only occasionally is a piece of fruit brought by the children for a snack. There is a 15-minute mid-morning break; otherwise, instruction goes on following a rigid schedule that includes a variety of lesson content (oral English, reading, writing, maths[1], science, P.E., etc.) for 10-15 minutes each (classes 1 and 2) to 20-30 minutes each (classes 5 and 6). All classes follow somewhat similar schedules each day. The afternoons offer some variation from the established routine with periods of arts and crafts, agriculture, singing, and religious instruction. Classes 1 and 2 do not return in the afternoons. There also is a morning kindergarten, but it is not formally a part of the school.

Education in the New Hebrides. The islands are divided into districts for local governmental administration, including schools and training colleges. Generally speaking, the district supplies and pays the teachers, allocates funds for construction of classrooms, and provides textbooks. Local communities (like the villages of Mele and Maat) provide the school site, construct the classrooms, build the furniture, and purchase equipment, supplies, and materials. The village raises the money for these things and the principal deposits the funds with the district and draws on them as purchases are made. The schools are not free--parents pay a fee (estimated at about $15 U.S. per year at Mele-Maat), and provide uniforms. An advisory group of parents (called in Mele-Maat the School Committee) advises the principal. The committee is usually organized by the teachers themselves, the village chiefs, or a combination of both.

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[1]Mathematics is referred to as Maths.

Approximately half the primary-age children are in school at the same time (estimated 60% at Mele-Maat), although government figures state 75-80% of all children attended primary schools.

The Mele-Maat School. Mele-Maat, like other primary schools, was originally a mission school and currently has an enrollment of approximately 30 pupils per class in six classes. The school buildings are constructed on Presbyterian Church-owned land and the Church holds pride of place. The buildings are available for use by the community. At Mele-Maat, an important recent addition to each classroom (thanks to the South Pacific Commission) is a large cupboard where supplies are kept under lock and key.

The school was extremely rundown and the site had become a dumping ground until three years ago when the present headmaster was appointed to do something about it. Allen Bule was equal to the challenge. He was successful in obtaining broad community support and the school today compares favorably with other rural village schools in the New Hebrides that are English-speaking.

A Model. Mele-Maat was selected by the South Pacific Commission to be a model for the South Pacific area by Althea Purdy, their English language specialist. She selected Mele-Maat because it is a typical British school with a typical staff of teachers that serves a typical rural village. In addition, the model school needed to be accessible to an airport for easy availability by Commission staff and other officials and educators who might wish to visit the school (Mele-Maat is five miles from the Port Villa airport). As a model school, therefore, Mele-Maat differs from other schools only in that the teachers have agreed to:

1. remain for three years,
2. allow visitors to observe their classes,
3. take part in the 3-year evaluation study,
4. participate in a special in-service education program sponsored by the SPC.

The Hawthorn Effect. Even these degrees of difference--the teachers just knowing they are in a model school--raises the question of the extent of any changes and improvements being caused by the Hawthorn Effect (the psychological effect of knowing you are an experimental group) rather than by the "treatment," in this case, the program of in-service education. We discussed this problem with Althea Purdy and considered ways to "downplay" the psychological advantage that might result.

We plan to monitor and document any possible impact the Hawthorn Effect may cause. Our recommendations for dealing with this problem are contained in Section 10.

The Mele-Maat Faculty

According to W. A. Roberts, Technical Advisor Primary Education of the Ministry of Education, information about the Mele-Maat teachers was as follows:

Class	Name	Age	Sex	Approx. No. of Years of Teaching Experience	Education	Teacher Training
1	Touas Sanford	38	F	15	Onesua High School	Kawenu Teacher College
2	Asel Poilapa	34	F	7	Tangoa Training Inst.	Kawenu Teacher College
3.	John Shing	43	M	10	Tangoa Training Inst.	Kawenu Teacher College
4.	Edwin Ngaga	55	M	25	Mele Primary School	Kawenu Teacher College
5.	Allen Bule	33	M	8	-	Kawenu Teacher College
6.	Selwyn Arutangair	21	M	3	Ranwadi High School	Malapoa College

British/French Traditions. In order to appreciate the competitive and controversial milieu of the New Hebrides, it is important to understand that the language of the school--English vs. French--is the center of the conflict. Also important are the two different undergirding philosophies of education. When the French establish a school in the islands (or anywhere else) they construct, staff, equip, supply, and support it just as they do a school in Paris. The theory is that the French standard is the same everywhere and students are accepted from one French school to another regardless of the French-speaking country or the student's ethnic background. All have equal access to a French education. And it is free.

By contrast, the British believe the country of origin and their local communities should share the responsibility to provide an education and that schools should reflect local and national values, culture, needs, and interests as well as Anglophilia. "To see the difference," Althea told us,

"you should visit the French primary school that also serves the Mele-Maat villages."[2]

The Teaching of English as a Second Language. The children coming to school from the village of Mele speak their own mother tongue.[3] Similarly, those from the Maat village speak their own. (The two groups communicate with each other through Bislamar, a pigeon English, that is the lingua franca.) As stated earlier, once pupils begin class 1, however, all instruction is in English.

Learning a second language in the formal, artificial, structured environment of a classroom is different from learning a first language informally, naturally, functionally. With English as a child's only language, the school tends to emphasize the irregular, the unusual, the exceptions, the more subtle nuances, based on the premise that language learned naturally has provided the foundation of the basic structure. In ESL, therefore, teachers need to emphasize regular, uncomplicated, common language syntax, structure, and usage. Those familiar with teaching naturally-learned languages need to understand the limitations that are imposed upon a school-learned foreign language. The fact that practice occurs only six hours a day at the maximum in a British primary school is a serious limitation to ESL achievement in listening, speaking, reading, and writing. Thus, we believe it is inappropriate to use as the basis of comparison of Mele-Maat student achievement, the level of English gained by

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[2]Later we did. There is little comparison between the two. The 5th and 6th class teachers we met were a native Frenchman and a native Frenchwoman, both educated in France. The buildings, books, equipment and supplies were more than adequate. Even though the school is free, there were fewer children per class than at Mele-Maat. In our minds, this raised the question of how selective the French school was in the clientele it chose to serve. The children in the French school do not wear uniforms, for good reason. The British do!

[3]An anthropologist, Ross Clark of Aukland University, N.Z., is studying the Mele language, but was away from the village until our last day at the school.

students whose schooling all is first language learning. For the purpose of this first year evaluation, therefore, we have chosen to compare Mele-Maat student achievement with those in comparable schools serving similar populations where English is taught as the foreign tongue.

Purdy's Principles. Purdy identified six basic principles of ESL teaching that provided a useful framework for our evaluation.[4] These were:

1. Language is the tool of thought;
2. It consists of the four skills of listening, speaking, reading, and writing;
3. It is systematic, requiring fundamental rules to be emphasized;
4. Language is learned behavior;
5. Motivation is central, hence, success and satisfaction must be continuous;
6. Language teaching requires "controlled progression." Of this, she says, "The ESL child has a formidable task, and a burden much heavier than the English-only child. If the way can be made more direct and consequently easier, then control of the language situation is justified." (p. 33)

The SPC/Tate Language Program. In the Mele-Maat School, Purdy's "more direct" road was through the system developed by G. M. Tate and published, disseminated, and implemented thoughout the Pacific by the SPC. The Tate syllabus is based on a structural framework that is laid out before instruction is divided into the necessary minute progressive lesson steps. The Program consists of 15 oral books for classes 1-6, accompanying readers, workbooks, teacher's manuals, and supplementary reading materials. The program is designed to provide an integrated approach to the skills of listening, speaking, reading, and writing for pupils learning English as a foreign language. Its purpose is:

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[4] Althea J. Purdy. Teaching English: The Child's Second Language. Noumea, New Caledonia: South Pacific Commission, 1978.

> "...to develop expressions of the major thinking processes that are necessary for accurate communication and full comprehension."

Pupils are expected to move through progressive, easy-to-manage steps, each step:

> "one small part of a major process, the whole of which is developed over a long period through a spiralling of constant review and expansion."

Six developmental levels are provided:

Level 1 (3 oral books)
2 (4 oral books)
3 (3 oral books)
4 (2 oral books)
5 (2 oral books)
6 (1 oral book)

The total package comprised 15 Oral English Syllabi. Written English comes from the reading course and later from oral language development (italics ours). This program is used by most South Pacific Commission-served countries, and the author, G. M. Tate, worked as a Commission consultant until 1971. For the past 15 years, in addition to consultant services, the SPC has provided inservice education to teachers utilizing the Tate Program.

Of the current situation, the Commission's present English language specialist wrote:

> "We are now in the position that the Tate materials, in part, have been used in the Pacific for some time. They have never been evaluated. We are at a point today where the validity of the English programme is questioned, partly because it does not seem to provide the vehicle for the weighty content deemed to be necessary for primary school children, and partly because of the low achievement of secondary school children."

Faced with these vexing conditions and the fact that the SPC/Tate Language Programme never had been evaluated except by subjective selective remembrances of headmaster, the SPC decided to sponsor this 3 year evaluation. This report is the first baseline (prior to "treatment") study. The research design used in the evaluation is described in the next section.

Section 2. The Evaluation Design

The purpose of the evaluation is to determine the effectiveness of the teaching of English and instruction in English as a second languae in the Mele-Maat Primary School over a 3-year period.

Questions to be Investigated

1. What is the school as a school, and what is the school climate as judged by on-site observations and photographic analysis of the facilities?
2. What is the quality of the teaching of the ESL and the quality of English as the medium of instruction, as assessed by school site observations, and by classroom recordings that are evaluated by a panel of ESL specialists?
3. What is the level of pupil reading and listening achievement in ESL as measured by the Micronesian Achievement Test Series and the Gap Reading Comprehension Test?
4. What is the level of pupil and teacher writing ability in ESL, as measured by writing samples that are evaluated by a panel of specialists?
5. What is the level of pupil and teacher oral competence in ESL, as measured by recorded samples of each class as well as selected individuals and that are evaluated by a panel of specialists?
6. What is the attitude of the children toward learning English and instruction in English, as assessed by interviews, case studies, and observations?
7. What is the attitude of the teachers toward pupils learning ESL, the use of English as the medium of instruction, and themselves as teachers, as assessed by interviews, questionnaires, and observations?
8. What is the attitude of parents toward their children learning ESL, the teaching of ESL, and the use of English as the medium of instruction, as assessed by interviews and observations?

The Research Strategy

The two basic research strategies to be used in this evaluation are triangulation and replication. Triangulation, i.e., securing the same data from multiple sources or from the same source by three different methods, ensures cross-validation of findings. For example, interviews, questionnaires, and case studies were used to obtain similar information from the same population; at least three independent judges rated written and oral samples of pupils' and teachers' English, and three independent observers judged school site adequacy.

Replication will be used by repeating the study in June 1981 and 1982. Thus the evaluation reported here is baseline data--the statement of the conditions prior to "treatment." The period of "treatment", an on-site inservice teacher education program provided by the South Pacific Commission, extends from the completion of the study reported in the pages that follow, July 1, 1980 until May 30, 1981. Replication also ensures cross-validation of findings.

The Research Design

The design of the evaluation study is shown in Table 1.

Criteria

The standard used to judge the effectiveness of the Mele-Maat School was the quality of the primary schools in Kenya, Fiji, and Indonesia with which the evaluators have had extensive experience. The standard used by the several panels of experts is the quality of ESL in elementary schools in urban schools of California that predominantly serve lower socio-economic communities. Ultimately, by the 3rd year evaluation, the standard to be applied may be the class level of pupils whose native language is English. In applying

Table I Research Design

Q	Instrument	Sample	Data Collection			Data Analysis			
			By Whom	Where	When	By Whom	Where	When	How
1	Climate Quality Check List	All Classes	JS/DBS	School Site	July	UC School Admin. Specialists	UC	July	Common Cluster
	Still Pictures	"	JS	"	"		UC	July	"
2	English Quality Observ. Form	All Classes	DBS/JS	"	"	JS	UC	July	Themes
	Tape Recorded Examples of Teaching	All Classes	DBS	"	"	SFSU ESL Staff	SFSU	"	"
3	GAP Reading Comp. Test	6th Class	JS	School Site	June	JS	UC	July	Norms
	MATS	Total Population	Purdy	School Site	July	JS	UC	July	Raw Scores
4	Pupil Writing Sample Sheet	3,4,5,6 Classes	DBS	"	"	BAWP* Staff	UC	"	Inter Rater Rel.
	Teacher Questionnaire	All Teachers	JS	"	"	JS	"	"	"
5	Tape Recorded Oral Pupil Responses	3,4,5,6 Classes	DBS	"	"	PEFL[xx] Staff	UC	July	Inter Rater Rel.
	Tape Recorded Oral Examples of Teaching	All Teachers	JS/DBS	"	"	PEFL Staff	"	"	"
6	Pupil Att. Inter.Form	3,4,5,6 (3 each)	DBS	"	"	DBS	UC	June	Themes
	Pupil Case Study Outl.	3,4,5,6 (3 each)	JCS	"	"	JCS	"	"	Pattern
	Pupil Att. Observ.Form	3,4,5,6	DBS/JS	"	"	JCS	"	"	"
7	Teacher Att. Inter.Form	Total Pop.	JCS	"	"	JCS	UC	June	Themes
	Teacher Questionnaires	"	DBS	"	"	DBS	"	"	"
	Teacher Att. Observ. Check Sheet	"	JCS/DBS	"	"	JCS	"	"	"
8	Parent Att. Interv.Form	Volunteers	JS/DBS	Villages	"	DBS	UC	"	Themes
	Parent Att. Obs.Form	"	" "	"	"	DBS	"	"	"

*Bay Area Writing Project

[xx]Performance Evaluation in Foreign Language Project

the criteria we must chart a course between the whirlpool of Charybdis (our bias as Americans toward US educational standards) and the rock of Scylla (our sympathy toward developing nations).

The Obtrusive Observer

No matter how hard the observer tries to be unobtrusive, the moment he walks onto the school grounds or enters the classroom, he contaminates the situation and what is observed is not typical, having been changed, however subtly, by the outsider's presence. This obviously was the case at the Mele-Maat School. White Americans, serving as external evaluators were intruders into the normal routine of the school for a 2-week period. Our coming had been anticipated for days and our whereabouts for two weeks on the nearby Hideaway Island was known even to the children. Just as the student teacher enlivens his teaching (and the class itself perks up) when the training supervisor is present in the classroom, so the observers were aware that the Mele-Maat teachers (and their pupils) sometimes overtly, sometimes covertly, contrived to do and look their best for the evaluators. Despite all assurances that "looking good" was unimportant now, and only important a year or two from now, the principal and his teachers orchestrated a fine performance. (If this is the way to improve teaching, so be it!) Thus, as baseline data, the 1980 evaluation per force, may be at a higher than normal level. The observers, however, may witness an even more finely orchestrated effort in 1981 and 1982--one that undoubtedly will contain some real improvements.

Validity

We were acutely aware of the perplexities of establishing rapport as well as other threats to validity. Repeatedly we reassured the teachers of our purpose--to survey the present as a basis for what is to follow. Often we

went out of our way to emphasize the positive, complimenting the teachers on lessons that were well-taught whenever we observed them. We mingled informally with teachers and pupils at breaktime, noontime, activity periods, on the playground, and after school. Gradually, the teachers became less apprehensive, more communicative and trusting. Gradually the pupils became less reserved, more responsive and informal. In the end, we were convinced we had achieved a reasonable amount of truth in what we saw, heard, and recorded.

In any evaluation, those doing it are viewed as a threat by those upon whom it is being done. Especially is this true when the evaluators are external, foreigners, Caucasians entering a Third World country. Consequently, the rapport we finally were able to establish with the children was particularly gratifying. They especially loved our tape recorder and whenever we recorded their classwork, we played it back so they could hear themselves. This pleased them immensely. They giggled, laughed, and pointed to each other as they listened. We became good friends, and even later going into classrooms to observe without the tape recorder, we received a joyous and cordial welcome accompanied by clapping of hands as we sat down, and waves of goodbye when we left.

During the afternoon periods of sewing and weaving (girls) and wood carving (boys), we sat on the grass with them and they eagerly showed us their work, asking us questions about where we came from, if we had children, were we teachers, would we tell them about Elvis Presley and Muhammad Ali, and answering our questions. Those who were too shy to speak were content to sit in the group to listen and giggle and scrutinize our faces and our clothes closely.

So much for our evaluation design and its attendant problems. We now turn to the next sections in which we present our findings, beginning with Section 3, School Facilities and School Climate.

Section 3. School Facilities and School Climate

Facilities

The Mele-Maat School comprises four buildings forming an L around a grassy field. Grades 1 and 2 are housed in separate buildings, each a patchwork construction of tin, concrete block, boards and woven bark-like material. They have been constructed in such a manner that the light is extremely poor and the ventilation is inadequate. In both classes, the children sit two to a wooden desk. There is a teacher's table and a cupboard in each room as well as a blackboard. A shelf approximately 8 feet in length along one side holds sundry materials. There are no bulletin boards.

Grades 3 and 4 are together in one long building. A wall separates the two classrooms, but not the noise which often is disturbing and very distracting. The same is true of grades 5 and 6; the only difference being that the latter two classrooms, instead of being separated by a wall, have the school library between them. The library is roughly 8 x 30 feet with shelves along one wall containing the textbooks and other reading materials for the six classes. In reality, it is a storeroom. A small area in the back of the storeroom is for storing sports equipment. At least at the time of our visit, however, there was none in evidence.

Both the 3-4 and 5-6 classroom buildings are substantially constructed and they are tidy and neat compared to the smaller buildings of classes 1 and 2. In all fairness, it should be added that the materials required for these early grades, by their nature, tend towards clutter.

The two buildings housing classes 3 and 4, 5 and 6, are well ventilated and the light provided by windows along two sides of each room is quite adequate on sunny days. There is no electricity in any of the buildings

and on cloudy days, the lighting is very poor. This is a critical problem in classes 1,2,3,4 that have dark interior walls.

Classrooms 3,4,5,6 have individual wooden desks. In class 5, however, there is one long desk across the back of the room seating four students and in class 6 there are two long desks seating four students each. These four rooms contain a teacher's table, blackboard, bulletin board and a cupboard which can be locked. The teachers in these four classrooms make a great effort to display the handicrafts and work of the children on the walls and tables.

During P.E., the children had balls with which to play various games. In the afternoon arts and craft classes, there were two sewing machines for the girls and two saws for the boys. The boys brought their own bush knives.

Equipment, Books, Supplies, and Materials

Equipment consisted of sewing machines, saws, soccer balls, volleyballs, and rubber balls mentioned above.

Books, at the rate of 1 per 2½ children, were in use. Copies not currently in use were stored in the library. Quality of the textbooks and workbooks was very good, but there were no Teacher's Manuals. We particularly were impressed by the readers, especially one prepared for class 6 titled The Story of Our Islands, written by the English Curriculum Committee of Malapoa College. More relevant materials like this are needed at other grade levels.

Supplies were meager. The available writing paper was scrap, sewing materials were remnants. Each pupil had a pencil and workbook. Rulers were available. In Selwyn's 6th class there were scissors, scotch tape, and different kinds of geometric plastic forms on his desk.

Cross-Validation. A University of California School of Education faculty member who is a specialist in school administration, a school superintendent, and a school principal independently reviewed our pictures of the school site and our written report of the physical facilities. They agreed with the analysis and conclusions reported here.

The School Committee

The Mele-Maat School has a School Committee that is composed of ten men from the villages. The frequency of meetings is not bound by special rule, but the Committee is convened at the request of the principal and usually on a Sunday afternoon in a school classroom. The Committee is self-perpetuating, electing new members to replace those who, for whatever reason are no longer able or willing to serve. The purpose of this group is to aid the school and the teachers, to marshal support, and on occasion to raise money for the school.

We were invited to attend a meeting of the School Committee and were introduced to the four male members who attended. The four men teachers of the school also were present. The principal invited us to make a presentation in which we described the purpose of our visit and the objectives of our study. The principal explained to us that the discussion to follow our presentation of necessity would be conducted in Bislamar and therefore they preferred that we not remain.

Allen's Review of the School Committee Meeting

On the following Monday morning, Allen reviewed for us the results of the School Committee meeting held the previous day. He said they first discussed membership and agreed on some new members to replace older ones, including several women. They also agreed to have a fund-raising day on

July 5th. The children will be asked to bring food from home and from their gardens that can be sold. Allen reported he broached the subject of moving the school to a site of its own. The members of the Committee agreed to discuss this at their next chief's meeting.

Then we asked Allen a number of questions in an effort to discover something about the parents' attitude toward the school. Allen said enrollment was increasing--a direct result of the higher standing of the school with parents. "More and more now are convinced the school is becoming an important feeder to the secondary school," he said. He cited the four students who qualified two years ago and the nine who qualified last year. He stated,

> "Now, many parents want theirs to go to the secondary school. They seem quite satisfied with the way the school is progressing. They believe if a child qualifies, he does so on behalf of the village. He doesn't just go for himself, he represents them. Our parents are quite happy at the moment."

In an interview, Selwyn confirmed Allen's opinion of the level of parent interest and support. He said:

> "Parents are well aware of the progress here and support activities when asked. I, too, am pleased with the progress and with the achievement of the last two 6th classes. I'm making no prediction how we will progress this September in the exams.[5]

Discipline

All children wore uniforms and this accomplishment was a matter of great pride to the teachers, pupils, and their parents. Obviously, a great effort was required to achieve this. On the playground the children played

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[5]The exam is three hours and consists of three parts: English, Maths, and General (current) Knowledge. The exam is administered by teachers from other schools and the Mele-Maat teachers in turn administer the examination at other schools. The content of past exams is carefully studied by all 5th and 6th class teachers.

our last day. Allen had told us the parents wanted to have tea with us, following the School Assembly described on page 42. The tea turned out to be a complete luncheon, beautifully served on plates brought from the village and featuring native foods, along with cookies and cakes the women had baked. In attendence were a dozen parents as well as the faculty and their spouses. During the luncheon, Edwin, who was the spokesman for the group, proudly showed us pictures of himself with the crew of a World War II U.S. battleship when he was 14 years old! The group's enthusiasm and friendliness were touching.

The next section of the report goes to the heart of the matter, our findings regarding English as the medium of instruction and the teaching of English.

well together and got along well. We had read there was some rivalry between the villages of Mele and Maat and that this might be reflected in the children's behavior at school. Neither in the classroom nor on the playground did we see any evidence of this, nor was there evident, the rowdiness and rudeness typical of American children. In classes, the children were well-disciplined, even quite shy and reticent by U.S. standards. Often in the rigid daily schedule of long periods of listening and passivity, however, the children lost interest, fidgeted, and were distracted from paying attention to the teacher. It is important to remember that these observations were made in June, the New Hebrides winter when the weather is relatively cool and dry. Imagine how pupil inattentiveness is affected by the hot, humid climate during the other two school terms!

School Climate

Teacher and pupil morale was very high. There was great pride in the school and what it has become in three years and the achievement of its' graduates in the past two years.

A good example of the quality of the school climate was the agriculture project Allen has initiated. A school garden has been established. Children cleared the land and they used money from selling soft-drink bottles they had collected to purchase seeds. The children planted the seeds and each Friday afternoon, 1:30-3, they weed and tend the garden. They expected to sell the produce in Villa and use the money to purchase additional (and desperately needed) supplies and materials.

Parent Faculty Farewell Luncheon

Dramatic evidence of a positive school climate and the supportive attitude of parents was provided at the farewell parent-teacher luncheon given for us on

Section 4. ESL Teaching and English as the Medium of Instruction

Teaching Style

Teaching was traditional. Most of the instructional day was spent in teacher talk, with children responding on command, usually in unison and by rote. Occasionally, individual children were asked to respond. All blackboard work was done by the teacher. No children were observed using the chalkboard, bulletin boards, or worktables. The teacher typically was "up front and on high" with a pointer, rarely moving around the room. The exception was in the 6th class where Selwyn typically was moving around the room and where more pupil time was observed to be "on-task." With the exception of pre-reading and reading instruction in classes 1 and 2, the teaching observed was whole-class instruction with all pupils expected to proceed at the same lockstep pace. In pupil responses to oral English questions/commands, or in other subject areas using oral answering via rote memory, some pupils often did not participate. Those who did made up for the others by responding loudly! The quality of textbooks and workbooks was very good, but they were rigidly followed in an "all-together and at-the-same-time" fashion. Quicker students had to wait for others to catch up and the slowest ones who did not understand English simply were ignored.

Some creative variations to this routine occasionally were seen. These included: use of clay in class 1; use of a teaching kit in class 2 and counting by using bottle caps; use of flash cards in class 3; a sequence of group and individual oral English teaching in class 5 in which individual pupils were called on to respond with sentences in which they

had to change tenses; use of a game of hiding chalk as a stimulus for individuals to respond in sentences of their own making in class 6; also in class 6, a science experiment in which each pupil had planted a different kind of seed in a can in order to test and compare growing time. During singing, John, the teacher of class 3, decided that the replaying of the audio tapes which the children had found so fascinating was an appropriate time to teach the correct sounds of words. From then on, whenever tapes were replayed, he had the pupils repeat out loud the sounds of the words. In Allen's class, he made a lesson of the singing the children did for the tape recordings. He wrote the words of the songs on the board prior to the time of the singing and as the pupils sang, he used the pointer to identify the words by sight.

We feel that a basic deterrent to higher quality teaching was the teacher's lack of knowledge of subject matter. One example was a geography class we observed. The object of the lesson was to teach the capitals of countries. The teacher began by having the pupils repeat the capitals of neighboring islands. This was relevant and quite within their capabilities since there was a map of the South Pacific displayed on the wall. Too, the children were familiar with the names and locations of their surrounding island countries. The teacher then decided to expand to the capitals of other countries, choosing at random those known to him but unknown to the pupils. The teacher knew, for example, that Africa was Africa, but he did not know that Africa contained a number of countries. The teacher asked us, who were observing the class, if Italy was the capital of Rome, and New York, the United States capital? Expanding teachers' knowledge base is a critical need.

ESL

As indicated earlier in this report, ESL was done by rote, the teacher giving directions, followed by pupil responses in unison, much repetition, a few individual responses, and teacher corrections of pronunciation. Typically, complete sentences were used. Teachers seldom varied from the textbook or used the lesson to create analogies or illicit informal responses. Volunteers usually responded and only occasionally were non-volunteers called on. The exception was classes 1 and 2, where routinely the teachers called on each child to repeat what the teacher had said. This happened both in oral English and Maths which we observed. The first class teacher was meticulous in her requirement of correct grammatical responses from the pupils. This was true in both individual and whole class recitations. Her ear was tuned to detect errors. For example, when the class repeated the sentence, "I have one pencil," she said, "Someone is saying, 'I have one pencils.' Repeat again, I have one pencil." After repetition of the sentence she again said, "Who is still saying pencils?" And so the lesson progressed until finally the correct response was given by the entire class.

Written work usually was limited to copying sentences or paragraphs, seldom was writing of the children's own. A good example was our request for a creative sample of writing a paragraph, an incident, or a short story of the children's own making. We explained this carefully, emphasizing that we wanted to see the present status of their writing ability as a prelude to seeing some improvement when we returned next year. We thought our intent had been made clear, yet the next day the samples turned in by two of the teachers were all copies of the same written paragraph.

In reading, we observed pupils reading together in singsong. Typically, the teachers read first and then the pupils read. This was done sentence by sentence, seldom by paragraphs. No silent reading was observed (except in Maths instruction), nor children reading aloud without the teacher first reading the passage for them to imitate. No oral reading of stories to the class by the teacher was observed.

This, in essence, is a résumé of ESL instruction, i.e., the practices we observed. If others were used, they were not in evidence during our two-weeks' observation. We found no evidence that English was spoken at home. Since it was not used typically by children on the playground, we tend to doubt it. Only John referred to it in his interview, saying, " I encourage the children to use English at home." Obviously, if the parents don't speak English at home, their children are unlikely to either.

Tyranny of the Tate System in Practice

Teachers typically used one book per term, following it to the letter day-to-day. Writing was attached to the reading program after the first three oral books and continued up to and including paragraphs via workbooks. Copying sentences and paragraphs was much in vogue. Oral competence was seen as being the single, all-important goal.

The Tate syllabus, however, was not intended to be followed slavishly and repetitiously. The idea was to illustrate situations so that teachers (and pupils) could create analogies based on their own experiences. But, since there were no teachers' manuals at Mele-Maat, the students' textbooks also were the teacher's guide.

A maxim in acquiring language competence is that free-time reading habits need to be developed. Generally people who write well also read a lot. The implication is clear: if the teachers (especially) and pupils are to improve their use of English, opportunities and encouragements must be offered for free-time reading. We saw only a few books that could be taken out by pupils for this purpose. As we said earlier, the only books available for teachers were the students' textbooks. We do not know if they read other books at home, but we tend to doubt it. We were told the New Hebrides do not have a reading cultural tradition and that home-reading in English usually is limited to newspapers and magazines, and that home-listening is limited to the radio.

In summary, English is a captive of the classroom. This was true of the children. Of greater import, it also was typical of the teachers. And therein lies the problem.

How to solve the problem is another matter and depends somewhat on one's point of view regarding ESL. Three illuminating interviews, one with W. A. Roberts, one with Susan Baraleo, and one with Mike Tierney, follow. Imbedded in their statements are divergent philosophies of ESL teaching--one expressed by the person responsible for the Technical Adviser Primary Education of the Ministry of Education, the other by a trainer of teachers for primary schools and by an experienced elementary school educator.

The evaluators prefer to remain neutral at this point in time. Our role is to report what is, with whatever insight we have regarding why the status quo exists as it is and to offer suggestions for changes or improvements so that in subsequent years we will be able to document those changes and improvements.

Interview with W. A. Roberts

Roberts' view of the quality of teaching at the school was that it was above average for island village schools and he seemed pleased that we had found it above average in our experience. When we mentioned our concern for whole-class teaching, he concurred, and stated they had been working on the problem, but without much success for some time. "On their own, as they are for long periods of time, teachers end up teaching as they themselves were taught," is the way he put it.

He asked about our findings with respect to the use of English as the medium of instruction in Maths, science, social science, and the like. We responded by saying we had observed and recorded many hours of such instruction and found the English used to be as good and as understandable as during the oral English period. He wondered how we saw the problem of subject matter instruction when words, phrases, and patterns were used that had not been taught in the English period of instruction. Our response was that the subject matter instructor had a primary obligation to teach the needed English as a part of his Math (or whatever) teaching. In fact, we expressed the conviction that unless all teachers felt such a responsibility and obligation to teach English, it never would be learned well. The comparable situation in U. S. schools is teaching children to write properly. This, in part, is the responsibility of the English teacher. But it is a shared responsibility--the science, history, and maths teachers also must correct for improperly written English in papers prepared for them.

We then turned to the question of the adequacy of the Tate materials. Judging by what we observed, we felt such a structured, patterned,

progressive, step-by-step system was particularly necessary in a situation where teachers were on their own so much of the time, isolated and lacking adequate in-service training, supervision, and the like. Without such a "rigid" system, chaos would result. Allen believed the "rigidity" was a deterrent to more creative teaching--one that infused the child's own informal expression into learning patterns. He was concerned that the level of training of current teachers made them so dependent on the Tate syllabus that few would make the "leap" to more creative ways of teaching English.

Finally, he turned to studies the Ministry of Education had made of village schooling in the New Hebrides, urging us not to hesitate to be critical, and saying that he was looking forward to receiving our report from the SPC and to our return next year.

Interview with Susan Philip Baraleo

Susan Philip Baraleo is a lecturer in English, Malapoa College, Villa. Mrs. Baraleo graciously agreed to come to the Mele-Maat School for interviews with the two observers. This was a fortuitous circumstance. Besides her knowledge of the teaching of English and the general state of primary education in the New Hebrides, she possessed intimate knowledge about the Mele-Maat School. She had had the responsibility of preparing as primary school teachers three of the teachers, including the principal.

She said the school had improved vastly since Allen's appointment as principal, that discipline, not existent before, had been established with the children, and a new commitment of community support established.

She had visited the school often in the past three years and used it for practice teaching assignments. Her professional estimate was that the instruction was quite good--better than most village schools and exceeded only in the cities. She was convinced that the 5th and 6th grades were particularly well taught, the weakest being the 3rd and 4th.

The big problem in the teaching of English was that the Tate system was developed after most of the current group of teachers had left training colleges. In the Mele-Maat situation, she cited only two teachers who were trained with the Tate materials (Selwyn in the 6th class and Azel in the 2nd).

Serious efforts to provide in-service education for the many teachers who were using the Tate/USP program without really understanding it has begun only recently. The first group has been the headmasters. Allen was to have been a member of that first group but was dropped for now for fear of upsetting the evaluation of the current status of the school.

She was particularly supportive of the idea of obtaining baseline data now and enthusiastic about the evaluations to be made next year and the year following. Mrs. Baraleo thought the quality of the children to be high, saying: "The best of them go to school. They are interested and motivated. They deserve good teaching and will benefit greatly by it."

"At the training college," she said, "We teach the SPC/Tate reading program and we believe in it. Properly taught, we should be getting excellent results. As it is. . .!!"

Interview with Mike [illegible]erney

We were fortunate enough to meet a former Peace Corps teacher who had taught ESL in the New Hebrides and Fiji. Here are his comments.

"The Tate materials are especially strong on language structure where English is different from the native language. The oral system it teaches has two aims: drill by repetition and drill leading to pupils making up their own sentences by word substitution. Island teachers tend to emphasize the former and neglect the latter. This is a problem of training, not of the Tate system.

To fully appreciate what the Tate system has meant to the South Pacific countries, you must remember that until Tate developed her materials, there was chaos. There are two main difficulties in implementing the system. One difficulty is that there is no common island culture to identify with situations and characteristics in the Tate books. This puts the burden of localization into providing supplementary materials, in-service education, or through the individual teacher's creativity. The other main difficulty I experienced is that there is no tradition of reading for pleasure. This is a cultural matter, not a Tate system matter."

Summary

ESL teaching and using English as the medium of instruction are above average for village schools in developing countries. Instruction, however, is too rigid, too textbook-bound, too whole-class directed, too limited to the formal environment of the classroom. Our recommendations for ameliorating these conditions are contained in Section 10.

Section 5. Reading and Listening Achievement

Althea Purdy administered the Measuring ESL Reading Achievement Tests with Matching Cloze to the 135 children in attendance on July 4, 1980 in classes 2-6. These are the reading comprehension sections of the Micronesian Achievement Test Series (MATS).

The mean and standard deviation of scores, range of test scores, and mean age and age range for each class are shown in Table 1.

Reading comprehension as tested by MATS is based on "a new and relatively unknown variation of the cloze procedure."[6] This format, called matching cloze, was developed in Micronesia specifically for use with ESL children. The author states:

> The measurement of reading achievement in young English-as-a-second-language pupils who are in their formative years of English language development poses a difficult educational measurement problem. These pupils may not yet have developed adequate English language skills to comprehend the more complex grammar of questions associated with typical standardized reading test passages nor have they acquired a level of language production, as opposed to language recognition, necessary to complete standard cloze tests. Alternatives to these conventional approaches, which focus on specific sub-skills such as word and sentence level recognition, may have concurrent validity (i.e., correlate with other estimates of reading achievement) and be the only way to measure initial reading skills, but do not test reading as an integrative task. For students who are actually reading text materials, these methods lack ontological validity, that is they do not appear to measure the reading task as it is actually performed.

The matching cloze format used for most of the reading comprehension sections of the Micronesian Achievement Test Series (MATS) is an attempt to devise a wholistic reading measure which requires skills comparable to those needed in actual reading situations. Matching cloze tests are constructed from reading passages by blocking off sets of sentences in which five mutually exclusive words from each blocked-off section are deleted and the deleted words are presented in random order in the right margin. A sixth mutually exclusive word is randomly selected from the paragraph and added to the list in the right margin. For each delted item in a blocked-off section of the text, students select one of the six words from the margin and copy it into the blank substituted for the deleted word.

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[6] Richard B. Baldaux, Jr., and Ivan K. Propst, Jr., "Measuring ESL Reading Achievement with Matching Cloze." Paper presented at Micronesian Educators Conference, Saipan, October. 1979 (Mimeo).

Although this procedure was developed in Micronesia specifically for use with ESL children, matching cloze has already been shown to be a useful technique in other situations where students' language production skills are still developing. In the Appendix is the theoretical and linguistic rationale for matching cloze as a measure of reading competence.

According to Lucile Hartshorn of the SPC:

"These tests are written within the confines of the SPC/TATE language course, and test achievement only within that framework. They are therefore not convertible to standard reading ages. They disclose achievement within a linguistic framework and are therefore of limited application. They will still disclose year-by-year standards. Reading tests 1, 2, 3 have been linked through the MATS score and can be compared. But Reading 4 has not been linked to the others yet and it does not have a MATS score. Standards of MATS tests are:

Reading 1 - SPC/TATE Readers 1 and 2

Reading 2 - SPC/TATE Readers 3 and 4

Reading 3 - SPC/TATE Readers 5, 6, 7

Reading 4 - SPC/TATE Readers 8, 9 and Intermediate 1"

Table 1A

Summary of Reading Comprehension Scores: Mean, Standard Deviation, Range, and Ages of Mele-Maat Pupils, by Class

Class	N	Reading Comprehension			Age	
		Mean Score	Standard Deviation	Range	Mean Age	Range
2	21	3.2	3.6	0-14	8.0	6.1-9.1
3	20	30.3	9.3	3-42	9.3	7.8-12.4
4	33	33.6	11.6	9-49	10.3	8.5-12.3
5	32	26.5	14.2	0-46	11.8	9.9-14.0
6	29	33.5	7.6	12-44	12.3	10.4-14.4

The reading scores for Class 2 ranged from 0 to 14 with a mean score of 3.2, for Class 3 from 3 to 42 with a mean score of 30.3. The reading scores for Class 4 ranged from 9 to 49 with a mean score of 33.6, and for Class 5 from 0 to 46 with a mean score of 26.5. The scores for Class 6 ranged from 12 to 44 with a mean score of 33.5.

As shown in Table1A, in Class 2, most of the pupils have not yet learned to read. The highest raw score was 14 of 50. Marked improvement was achieved by Class 3 with half of the pupils achieving a raw score of 33-42. Class 4 had the highest achievement with 10 pupils having a raw score of 44 to 49. In Class 5, 10 students achieved a raw score of 40 to 46 and in Class 6, 11 students achieved raw scores of 37 to 44. In every class, except Class 2, there were from 2 to 10 non-readers, i.e., scored $\leq$ 17. Individual student scores are shown in the Appendix.

Since there are no published norms for the MATS test, the data in Table 1A will be used to compare scores of pupils in 1981 and 1982 in the same classes. In the meantime, other appropriate tests should be sought for use in succeeding years so that a comparative base can be established between the reading achievement of the Mele-Maat pupils and other ESL children.

The SPC also provided the evaluators with copies of the Gap Comprehensive Text* to administer. In conference with Althea Purdy, we agreed that the test was inappropriate as a measure of second language learning of the Mele-Maat students because 1) it was designed and normed for children for whom English was their first language, and 2) it had a definite Western culture bias.

Nevertheless, in the interest of experimentation, we decided to administer the test to the 6th class. The results were what we expected. None of the students completed more than 2/3rds of the items in the required 15-minute time-period and most of them were unable to cope with such items as "the flowers in June in Sweden" ("Where is that?" they asked). The result was that the two best readers equaled a reading age of only 7 while the mean age of this class was 12.3! Administering the Gap Test was a frustrating and demeaning experience for the pupils.

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*J. McLeod. Gap Reading Comprehensive Test. University of Saskatchewan. Heinemann Educational Australia PTY Ltd., Richmond 3121.

Listening

The MATS Listening Test was administered by Sue Barlow in September 1980. Table 1b shows the results of the testing. Grade 4 has the highest mean score (29.9 of 35) and grade 2 the lowest (16.1 of 30). Grade 4 also has the least range in scores (23-35) while grades 2 and 5 range from 3-30 and 2-31 respectively. The age range in grade 3 is greater than that of grade 4, 7-8 to 12.4 vs. 8.5 to 12.1. The score of each student is shown in the Appendix. These scores will be the basis for comparing the achievement of these same students the following year. Also, the mean achievement score of each class may be compared with this year's mean achievement score.

Summary

A baseline of reading achievement, grades 2-6 has been established and will be useful in subsequent years to chart progress. The test data, however, does not offer information to compare reading achievement of the Mele-Maat children with others.

Table 1b

MATS LISTENING TEST*

Age range	Grade	N	Mean Score, $\bar{X}$	Standard Deviation, S	Score Range	
					Minimum	Maximum
6.10 to 9.1	2	20	16.1	7.19	3	30
7.8 to 12.4	3	22	23.9	3.87	13	28
8.5 to 12.1	4	31	29.9	2.68	23	35
9.9 to 13.7	5	32	23.9	5.68	2	31

* Total score possible for grades 2 & 3 = 30

Total score possible for grades 4 & 5 = 35

Section 6. Pupil and Teacher Writing Competence

The Mele-Maat teachers were requested to provide a sample of each pupil's free-writing. Class 3 and 4 teachers misunderstood the request and instead provided samples of copy work. We again explained the importance of base-line data and they re-did the assignment. The samples of teachers' writing were their responses to an open-ended questionnaire.

All samples were holistically evaluated by staff of the Bay Area Writing Project.[1] Their analyses follow, beginning with pupils from classes 3-6 and then moving on to the six teachers.

Pupils

On the whole the more spontaneous writing--as in classes 5 and 6--showed a lot of difficulty with forms of English verbs, subject-verb agreement, and the use of singular--plural distinctions. Some pupils also had trouble with articles. Vocabulary, perhaps due to their limited experience and background, was quite restricted; fishing, gardening, a few school matters, the family, and help around the house were the subjects.

Class 6: The sentences of pupils in this class were longer than those of the other classes and more complex. Some pupils were using subordinate clauses, yet often the sense was too difficult to follow, perhaps because of spelling problems. Verb endings and tenses were an obvious problem for these pupils.

The stories they wrote showed a limited vocabulary range, perhaps because of the assignment, but more likely because they have not learned more words. Some of the pupils in this class were well on their way to mastering basic English patterns, but some were almost incomprehensible and could barely control the basic

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[1] The Bay Area Writing Project, funded jointly by UC, Title 4C, and the National Endowment for the Humanities has achieved world-renowned attention for its unique approach to training teachers how to teach writing.

struggling with verb forms--especially the past (i.e., "sayed") or simply using the present as an all-purpose tense. And some need a lot of help with basic syntax. Also, some no doubt would have an easier time with lined writing paper.

Class 5:
It may be that the writing of Class 5 was the first real student-originated narrative. If so, it showed some progress, but also a lot of problems with tenses and articles. Verbs, however, seem to be the main problem.

Class 4: Apparently the sample provided by the teacher was a handwriting lesson. It was not clear from the sample where the text came from. Either it was copied or dictated. One pupil had no comprehension of what he was saying or writing. On the whole, the others did well at their writing, with the usual primary school differences in control of letters, cursive printing, size, and slant.

Class 3: On the whole, these writing samples were satisfactory for beginners--words recognizable, letters reasonably formed for the most part. As grade 3, they are a little behind native speakers, of course. Only two pupils, Leigakoa and Betena, have serious problems with spelling and/or the alphabet. A few seemed to be developing fair fluency, as far as one could tell without additional samples.

In summary, all of the pupils would benefit from:

- hearing a wider range of English spoken by native speakers and speaking with them.
- being read to from good books in English that could expand their limited vocabularies; then trying to use those new words in stories of their own.

Teachers

Class 6: Some minor tense errors were evident: "Every time I try my best"--shifting tense, past to present and vice versa. "I felt as resigning the first year . . .".

Class 5: More usage errors were evident but the language form was acceptable. Tense problems were more pronounced. There were some problems with respect to

agreement of subjects and verbs. The sample demonstrated less fluency than the Class 6 teacher, but it was easy to follow and understand.

Class 4: There was a drop in fluency and control of idioms here. Mastery of the verb system was less complete. Comparison of adjectives was not fully mastered.

Class 3: Sentences were brief, less narrative--probably reflecting less fluent grasp of idiom and verb systems. This teacher did not really respond to the questions asked so much as provide lists reflecting sentence pattern drill--not always correctly done. The sample revealed a big drop in fluency from the above teachers.

Class 2: The sample showed more effort at narrative and a willingness to take chances on long constructions. There were many errors in tense, missing words, subject-verb agreement, number (singular/plural) errors, and also some problems with idioms and contractions.

Class 1: This teacher tackled narrative with vigor and enthusiasm, but some errors of usage and idiom were evident. Overall, the sample demonstrated promise.

Generally the teachers are fluent; some tense and usage errors are apparent but these are relatively minor. Class 5 and 6 teachers performed better than the others in their writing. Classes 1-4 teachers had more subject-verb and number agreement problems, more spelling errors, and more usage and English idiom problems. They are less fluent than those of class 5 and 6 teachers, but their writing was understandable.

In summary, the teachers would benefit from:

- reading a wide range of books in English in their free time that could both expand their vocabularies and sensitize them to good syntax and good literature.
- writing stories, essays, anecdotes in English and joining together with an English teacher or editor to critique and revise their writings.

There is also needed a linguistic study of the language interferences

between the native languages and English, and Bislamar and English. This would require cluster analyses of phenomic and syntatic errors.

Section 7. Pupil and Teacher Oral Competence

In addition to observing and listening to the English spoken by pupils and teachers, we tape-recorded lessons in oral English as well as lessons in the various subject fields taught in the Mele-Maat School. We also recorded informal conversations between ourselves and the pupils, between pupils and other pupils, between teachers and ourselves, and teachers with other teachers.

We carefully analyzed the tapes and independently arrived at ratings. We then asked staff of the PEFL Project to evaluate them. The Director and seven staff members independently rated each tape, using the Harding Oral Test Profile.[8] We were fortunate to have the assistance of Dr. Harding who happened to be at UCB this summer as part of the staff of a Summer Institute for Foreign Language teachers sponsored by the National Endowment for the Humanities.

In addition, those who assisted in arriving at consensus rating were Jacob Parea, Director of Bilingual Education at San Francisco State University, and Michael and Claire Tierney, classroom teachers with 6-10 years experience teaching English as a Second Language in West Africa, Fiji, and Micronesia.

The standard used by all raters was English as a Second Language. Three kinds of rating were secured: one for pupils whose interviews had been taped (2 each from classes 3-6), one for teachers giving instruction in oral English, and one for teachers using English as the medium of instruction in the teaching of maths, science, geography, and other subjects in the Mele-Maat curriculum. The pupil rating results are shown in Table 2. The two sets of teacher ratings were combined and are shown as consensus ratings in Table 3.

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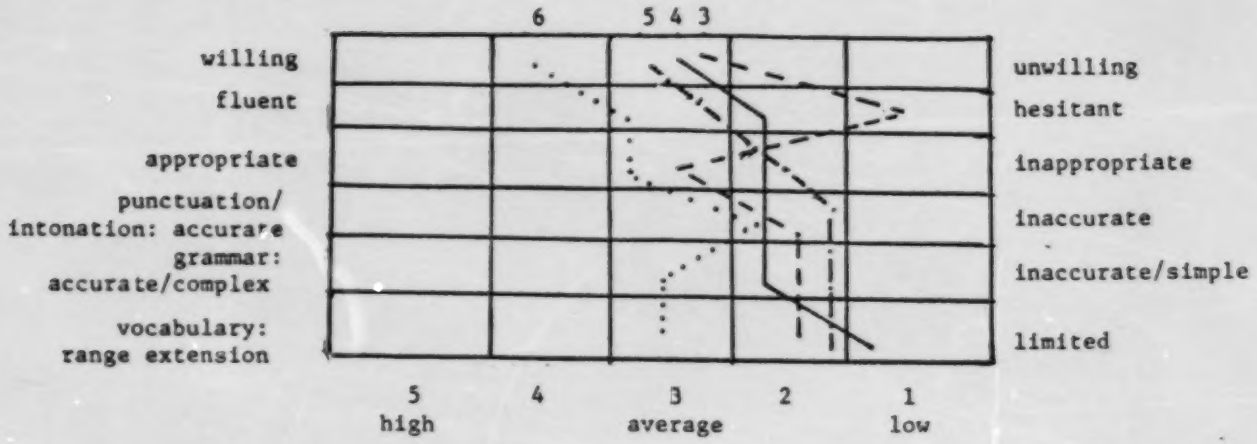
[8] Ann Harding. University College, Cardiff, Wales, Great Britain.

TABLE 2

The Harding Oral Test Profile: Pupil Interviews

Global Response



KEY

..... represents the 6th Class Pupils

———— represents the 5th Class Pupils

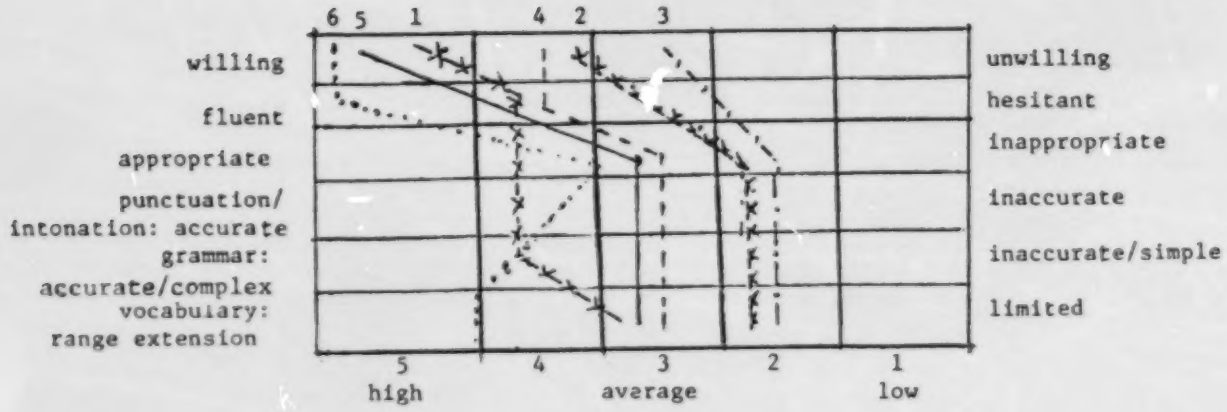
-------- represents the 4th Class Pupils

—·—·—· represents the 3rd Class Pupils

TABLE 3

The Harding Oral Test Profile: Teacher Interviews

Global Response



Key

..... represents the 6th Class Teacher

———— represents the 5th Class Teacher

-------- represents the 4th Class Teacher

—·—·—· represents the 3rd Class Teacher

xxxxxxx represents the 2nd Class Teacher

x-x-x-x represents the 1st Class Teacher

In general, pupils' oral competence increased with school class, as expected, although we found some younger children who clearly were superior to many older ones. In general, the teachers divided into two distinct ability groups, with classes 6,5, and 1 more competent than those of classes 2,3, and 4. This range in quality between the 1st, 5th, and 6th class teachers and those teachers of classes 2,3, and 4 was particularly significant when related to the pupils' writing samples. There is a direct relationship between high quality oral competence of teachers and their pupils' oral and written competence. Parea estimated the sixth class has an English oral vocabulary of an upper limit of 3,000 words. He offered to take the pupils' written samples and analyze them for vocabulary extent and provide a standard for each grade level for our second year's evaluation.

The result of combining consensus teacher ratings were:

willingness - - - - - average to high

fluency - - - - - low to average

appropriateness - - - - - high

pronunciation - - - - - low to average

vocabulary - - - - - low to average

Tables 2 and 3 also show a correspondence of higher marks on the first three categories (willingness, fluency, and appropriateness) and lower marks in the last three categories (punctuation, grammar, vocabulary). This was true of both pupils and teachers. Generally there was little use of dipthongs in pronunciation. Typically, teachers and pupils cut short their pronunciation, as indicated in the stress and intonation, thus tending to render the output monosyllabic. Harding determined that the general understanding level of teachers to be average to high. On the whole, most of the teacher's oral expression was understandable. There were, however, common repeated mistakes.

A few of the most commonly heard errors were:

Tense mixing:

Ex. Using present when past is proper; using present and past in the same sentence; using incorrect verb forms--"It is impossible to have everybody goes to...", "You are awake from sleep", "What are they do/What did they doing", "She is give them."

Confusing singular/plural forms of nouns/verbs:

Ex. Two pencil. One pencils. Children differs/childrens differ. She saw seven chair. Impossible to have everybody goes.

Word Endings:

Ex. ng not pronounced in "ing" endings. "sing" for singing.
"s" for "d" as in clothes for "closed"

Ignoring consonant blends:

Ex. "dun" for "don't"
"th" for "t" as in "tick" for "thick"
"ch" for "sh" as in "chells" for "shells"

Vowel Miscueing:

Ex. "al" for "il" as in "pensal" for "pencil"
"oo" for "o" as in "flaw" for "floor"
"al" for "aw" as in "aways" for "always"

Lacking auxiliary:

Ex. "How many right angles has a window?" for "How many right angles does a window have?"

No use of Bislamar was observed in the classroom. Occasionally it was used on the playground. English was seldom used by pupils or teachers in informal conversation among themselves or on the playground.

Some suggestions: the teaching strategy of the Mele-Maat teachers should be modified if the results of their anticipated increased competence is to impact directly on their pupils. The standard rote pattern repetition form of teaching should give way to teaching on the basis of spontaneous conversation in small groups. This is the method that is at the heart of the new approach to foreign language being implemented by the PEFL Project.

An example of the PEFL system applied to the Mele-Maat School would be first for small groups of pupils to listen for comprehension to tapes of both native speakers and these in turn would become the basis for informal, spontaneous conversation within the groups. The conversations would be taped for listening and self-evaluation while the teacher moved among the groups to critique and correct. Other groups would be listening to taped recordings of stories being read by native speakers and/or listening to an English radio broadcast.

In this connection it is worth noting that the PEFL conversational system we are suggesting is based on Krashen's Monitor Model of second language learning.[9] He posits that language is acquired in two ways: (1) naturally (meaning spontaneously, informally, intuitively) and (2) formally (meaning deliberately, consciously, structurally). In school, traditionally teachers emphasize formal language learning through reading, grammar, syntax, writing, memorizing. This is the Mele-Maat model in operation. Yet, the children's own language was acquired naturally in situations that required them to communicate spontaneously in their native tongue.

ESL also should be learned in this fashion. Teachers should design classroom activities that provide for natural language acquisition.

Clearly the key to both better pupil and teacher oral and written competence is the teacher's oral ability. They need more models in the form of English-speaking visitors, greater informal intercourse among English-language-speaking people, tapes of oral expression to record and listen to themselves, listening to English via the radio at school and at home, plus direct oral language in-service education.

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[9] Stephen Krashen "The Monitor Model of Second Language Acquisition". R.C. Gingras (Editor) Second Language Acquisition in Foreign Language Teaching, Arlington, VA: Center for Applied Linguistics, 1978.

Section 8. Pupil Attitudes

In order to obtain more detailed and personalized information about pupils' attitudes toward school and learning ESL, we jointly interviewed two pupils from each class. Naturally we sought the advice of the principal and he suggested that each teacher select two pupils to be interviewed according to whatever criteria he/she wished to use.

The students whom the teachers selected turned out to be their best students. In informal conversation, these children were so shy, the evaluators were disappointed with the results of their interviews. We then asked Edward, who was an important person in the village of Mele to recruit someone to be an interviewer/interpreter for us. The next day, he brought a man who had been a teacher and, using our interview guide, he talked with the same eight children. They were equally shy with him and gave him essentially the same limited information we had obtained. If anything, our initial interviews provided more data. We felt it was important that a native speaker confirm the information we initially had obtained and it was reassuring to realize our rapport with the children had been at least as good as his, probably better. The remainder of this section is a review of pupil attitudes as reflected in our eight case studies and the School Assembly.

Class 6

Kalisto was a small, slight, handsome boy, age 10. His family consists of 8: grandfather, grandmother, mother, father, 3 sisters and himself. He is the oldest. His best school subjects are Maths and Reading. After school, he works in the garden, tending yams, manioc and cabbages; he hunts in the bush and fishes. His favorite sports are football and high-jumping. At the end of class 6, he hopes to go to secondary school. When he grows up, he would like to be a farmer.

Maryson was a tall, developing girl with blondish/reddish hair. She was extremely shy during the interview, more so as the interview progressed. She is the youngest in a family of 8. She has 6 sisters, all of whom are married, except the oldest one. She is cared for by her mother and grandmother. Both her father and grandfather are dead. After school each day, she goes home and engages in a variety of domestic chores, i.e., cleaning the house, making beds, doing the cooking, and washing clothes. Her sports are basketball, net ball and volleyball. Her favorite subjects are Maths, Reading, oral English. She plans to be a nurse but would not tell me why or how one becomes a nurse, though she obviously knew.

Class 5

Kalmaraka is age 9. He is the oldest of 2 other sisters and 1 brother, plus father and mother. We had difficulty communicating which probably was the result of shyness. After school, he changes his uniform and helps his mother cut wood from the bush, washes clothes, sweeps the house, tends the garden. He likes to play football, basketball, volleyball and running.

Tounsama is age 11, a thin tall girl for her age. She has two other sisters, one brother, father and mother. She likes Maths and English. When she goes home, she helps her mother by washing clothes. She takes soap and clothes to the river and gets water for the house from the "tap". There are four children living in the home but it was unclear as to whether there is another one living someplace else.

Class 4

The two class 4 case studies were chosen by Edward after introducing the evaluator to the class and having him tell the class where he was from and why he was here.

Anthony is a normal-sized 10-year-old I happened to sit next to in class and had engaged in conversation about his math work. He was quite vocal. He is from a family of 6 - 2 brothers, counting himself, 2 sisters, plus a grandmother and grandfather. He is the youngest.

After school, he digs yams, picks cucumbers and bananas, and goes fishing. His best friend is an older boy named Gordon who does not live in the village. His favorite sports are football and basketball.

He likes English, arts and crafts, environmental science and his teachers. Asked what he like least about school, he said "I don't want the teacher to whip me". When he grows up, he wants to go to work in Villa.

Leimore was a thin, pretty, sparkly, perky 10-year-old girl. She comes from a family of 10 - 3 brothers, 2 other sisters (she is the youngest) and a grandmother and grandfather, plus her parents. Asked how she liked school, she said, "Much." Favorites at school are English, arts and crafts, and the teachers.

After school, she eats, washes clothes, cleans house, gardens. Her best friend is Andrew who lives in the village near her but goes to the French school. Her favorite school activities are picking up wrappers, baseball, skipping, drawing, religious instruction, arts and crafts. She hates cutting the school lawn, yet when she leaves school, she said she wants to go to Jakarta and be a gardener!

Class 3

Eola, age 8, is a small, round, outgoing boy with a wide smile. He was anxious to talk but was limited by language, although he spoke quite well. When we became better acquainted, he asked me questions about how I got here. He wanted to know if I came on a plane. He comes from a family of 7 - father,

mother, 2 boys, 3 girls. He is the youngest. After school, he takes care of the pigs, cuts grass with a knife and helps with the cooking. At school, he likes English and Maths (perhaps the answer that he was expected to give?). His favorite sports are football, basketball and handball.

Koloath, 9 years, is a slight, quiet boy from a large family of 13 - mother, father, 5 girls, 6 boys, of whom he is the youngest. It was difficult to get him to talk and he seemed quite shy. He did tell me, however, that there are ten living in his house and that, after school when he gets home, he eats and then digs yams. He also feeds the pigs, gardens and fishes. Games that he likes are kickball, basketball, and football. His favorite school subjects are Maths, oral English, and writing.

The School Assembly

The students' positive attitude towards the school and their teachers was clearly evident in the pride and enthusiasm they showed at the School Assembly. The assembly was called to bid us farewell on the last day of our stay. Fortunately we have a complete recording of it for the Assembly was an emotional event for us and the children. Their singing was beautiful and their wholehearted enthusiasm, calling out, and clapping were very moving. We presented a World Atlas to the school and Allen responded with appropriate remarks, a portion of which are reproduced on page 55.

As we left to the outpourings of good-byes and applause, one of the 6th class pupils gave us a shell he had discovered on a coral reef. He could have sold it for $1.00 in Villa--instead he bought our hearts.

Summary

As revealed by the case studies, the School Assembly, other informal conversations with pupils, the recorded opinions of teachers, and our own observations, the pupils can be described as:

Section 9. Teacher Attitudes

A six-item open-ended questionnaire was completed by the teachers to obtain information on their attitude and feelings about the school, the pupils, themselves as teachers, and their profession. These same questions were used in interviews with them. A summary of the questionnaire/interview data follows.

1. Teaching English As a Second Language

All six teachers wrote about the difficulty of teaching English as a second language, the heavy responsibility they carried as models for the children, and the time and care required in preparation for oral work. Three mentioned the importance of and their dependence on the Tate materials, and two spoke of the necessity for inservice education to help them improve their teaching as well as their own speech patterns. One quote from the class 6 teacher spoke for the group:

> "Teaching English as a second language is a very hard thing to do because one has to be sure of himself as a good English speaker and writer. . . . I try my best to speak good English, especially during lesson times and outside the classroom in conversation with the children."

Of the Tate books, the first class teacher said:

> "I'm very thankful to the ways the Tate books have helped me to teach English as a second language in school."

Two teachers cited the difficulty of teaching English in terms of their own native tongue and Bislamar. The fifth class teacher's comment was:

> "The difficulty comes from the fact that three languages are spoken by the children:
> first, their mother tongue
> second, Bislamar
> third, English
> Bislamar is the one that makes English difficult to teach because many words in Bislamar sound like English. What happens is that English has tenses

interested in learning

pleased to be learning English and satisfied to be taught in English

proud of their school

compatible with each other

shy and somewhat reticent in conversation about their family, friends, and in and out of school activities

friendly, responsive, enthusiastic

> to show the verbs whereas Bislamar has no tenses--everything is in the present tense."

The class 2 teacher remarked how her teacher training had aided her in teaching English:

> "We've been taught how to teach it, the way lessons should be planned, the aids to be used, the new words or topics to be introduced, and then the drill and repeating in sentences."

Despite the problems, the difficulties, and their own admitted inadequacies, the teachers were unanimous in their opinion that they enjoyed teaching English and were eager to improve it as well as their own speaking and writing. The class 4 teacher succinctly said:

> "The children are very interested in their English learning. They like it, we like it. Not only in 'Oral English Periods,' but in Maths and other subjects as well--and the more they are eager to learn, the more the teacher has to help. It helps to make the teacher work hard."

The class 3 teacher cited the pleasure he received from teaching English by seeing his pupils able to:

> ". . . use English with visiting tourists almost every week, with parents at homes, [and] the fearlessness of the children with outsiders."

2. Things They Like About the Mele-Maat School

Surprising to the evaluators, who are familiar with the tradition of school uniforms from their experiences in a number of other developing countries that formerly were British, when asked "What do you like best about the school?", the teachers' number one response was "the school uniforms." Apparently, it has taken some "doing" to accomplish this and they were very proud ot it. One said it like this:

> "From the past, the school wasn't up to date with the school uniforms, but now it is."

Next, five of the teachers commented on the reforms at the school since 1978, citing the leadership of the principal with the community, the children, and the staff, and pointing to the progress made in having four students in 1978 and nine in 1979 pass the Senior Primary Examination. One said:

> "When the parents saw the school progressing, they were and are still happy about it and are waking up to pay their children's fees whereas before we had to remind them again and again but this time the fees are going on very well. The children have a very good environment now than many of the schools in the new Hebrides."

Another major plus was the contribution of the SPC. The second grade teacher wrote the following about it:

> "The furniture, for example classes 1 and 2 now have the good desks and seats to sit on, like these from last year's work for the children always sits on the cold floor. Also the new cupboards to have whereas before the books usually be all over the places, then the building itself and the locks, nothing get lost now."

Improved deportment by the children and cooperation among the staff was discussed by two teachers in the following manner:

> "Children's manners and politeness, their cooperation with teachers, e.g., what he thinks of his teachers, etc."

The other teacher said:

> "I believe the teachers are cooperating together very well."

Three of the six teachers talked extensively about the SPC project--the added materials, the forthcoming inservice education program, and the three-year evaluation effort--as major assets of teaching at Mele-Maat. Some direct quotes provide a taste of the intensity of their feelings.

> "Best in this school most of all is this language project, which to be carried out. Already from the project we have a good cupboards, extra books will be given by SPC to give enough books to the children

> and also teachers will improve their method of teaching English."
>
> "Personally, if what Miss Purdy and Mr. and Mrs. Stone are after is running smoothly--then our future will be much more happier than it is now."

3. How Do You Feel About Being a Teacher?

Perhaps they divined we wanted to hear it, more likely because they believed it themselves, all six teachers cited the many plusses they found in being teachers. Some typical comments were:

> "I like being a teacher because I was trained for the work."

Another:

> "My interest has been always teaching. I've tried many times to do different jobs but never happy as in teaching. I like teaching because I should share what I got. I also enjoy working with children and parents . . . this is why I feel teaching is a very interesting job for me. Therefore as long as I can work I want to remain a teacher."

Another:

> "Being a teacher there is a lot to do and learn. Being a teacher I know more about each individual child's character in class and his parents and his home. Being a teacher seems to enjoy my life in school with both children and other teachers. I always find new things to teach to the class and myself."

Still another:

> "I like being a teacher because chance to prepare children for their futures:
>
> (a) At home in family life
> (b) On their land as farmers
> (c) On the water as fisherman
> (d) In administrative work as officers, principals, teachers, etc.
> (e) In hospitals as doctors, nurses, dressers, etc.
> (f) In the country as artists, governments, etc."

Finally, two teachers coupled the satisfaction with the amount of hard

work that was required of teachers. The second grade teacher wrote:

> "When I first started teaching, I thought to myself, oh, being a teacher is really a great to do beforehand. A lot of thinking to think about the work or the lesson itself/what to do. How to go about it. When to teach it and so on. . . . I like being as a teacher, but also a lot of work to do with the children. I like people to critique my work so that in this way I might know where I'm to learn from my mistake." [italics ours]

The sixth grade teacher summed up the attitude of all when he said:

> "I think teaching is one of the hardest jobs. One may get to be honest. I felt as resigning the first year teaching but . . . it's one of the important jobs one can give to a developing country and to like any job, one has to get himself into it. . . . The thing that makes me feeling really interested is when I saw the results my children produced in their exams. I think teaching is one of the hardest jobs but also one of the interesting jobs and I like it."

In the evaluators' mind, the characteristics of the Mele-Maat staff that stood out were a positive attitude towards teaching and their dedication and hard work. They expend a tremendous amount of energy in a long and strenuous teaching day and we concur in their feeling that it is hard work but more than worth the doing.

What makes a really good school?

Certainly the zeal, energy, enthusiasm, dedication, sincerity, and hard work of teachers is important. (The Mele-Maat teachers are trying so hard to make much out of so little.) Perhaps equally important are interested, motivated, caring, well-behaved children, and a community of parents that strongly support their school and their educational efforts. All of these important ingredients are present at Mele-Maat. What, then, is lacking?

1. The physical facilities are inadequate.
2. Equipment is meager.

3. Supplies are lacking. (Books need to be shared among 1-2 1/2 pupils.)

4. The teaching of English and the use of English as the medium of instruction was better than we expected and certain to improve under the SPC in-service program. Whole-class teaching, unproductive as it may be, is readily correctable with in-service help and supportive supervision. What is not readily correctable, and the greatest lack in upgrading the school, is the knowledge level of the teachers. For most of them, their subject matter is limited and dated. Providing opportunities for them to increase their general education background is clearly the lacking ingredient to Mele-Maat becoming a really good school.

Section 10. Findings and Recommendations

1. Re: School Climate

The finding is that espirit-de-corps and morale are high, pupils are friendly, polite, and considerate, and they come to school each day sparkling clean in their uniforms. Relations between teachers and pupils and pupils from the two village are positive and personal. The principal's leadership is aggressive and progressive, and there is great pride in the accomplishments of the past three years.

The recommendation is that the principal, the teachers, the School Committee, the Ministry of Education, and the SPC be commended for the reforms instituted in the past three years.

2. Re: Physical Facilities, Equipment, Books, and Supplies

The finding is that the physical facilities are inadequate; equipment very limited; books supplied on the basis of one per 2 1/2 pupils; supplies are meager; and except on bright, sunny days, the rooms are so dark that many pupils can't see what is written on the blackboard.

The recommendation is that classrooms 1 and 2 be abandoned and a new building constructed; the interior walls of classrooms 3 and 4 should be painted white; more chalk and bulletin boards should be installed; books provided on a one-to-one basis; supplies of greater variety and quantity be purchased, and, finally, electricity needs to be brought in from the road and the rooms lighted when necessary.

3. Re: ESL Teaching and English as the Medium of Instruction

The finding is that teachers use the Tate syllabus, albeit rigidly, inflexibly, without much understanding that the SPC/Tate program is a means

to an end rather than an end in itself. There is much time given to rote learning. English is used as the medium of instruction exclusively in the classroom and primarily during the formal teaching of lessons. Maths, science, social studies are taught in English, and words/phrases, expressions not covered in oral English are usually explained and practiced aloud by the children before instruction in the subject is resumed. Almost all teaching is whole-class instruction.

The recommendation is that the projected inservice education program being sponsored by the SPC address specifically the problem of the Tate materials as means, not ends, including the kind of specific classroom activities that integrate spontaneous oral and written language, teaching by rote be discouraged by demonstrations of alternative methods, the school become a total immersion experience for pupils and teachers from class 3 on, lockstep instruction be replaced by multiple means of individualization (such as grouping, cross-age tutoring, the use of parent aids, student teachers and out-of-school volunteers, the institution of slip scheduling, and the like), and teachers organize their lessons so that at least half of the school day is spent in "on-task" pupil-learning while teachers move around and about the classroom working with pupils on an individual basis.

4. Re: The Tate Syllabus

The finding is that the Tate materials are soundly concieved and appropriate but that in both teaching and testing teachers emphasize the formal and mechanistic aspects of language learning rather than the semantic aspects. The problem, therefore, does not lie in the materials per se but rather in the teacher's ability to interpret and apply them. This is directly related to the Mele-Maat teacher's knowledge level, training,

and confidence in listening to, reading, writing, and speaking English.

The recommendation is that the teacher's general content background, Tate syllabus teaching strategies, and confidence in the use of the English language be the specific subject matter of future training sessions.

5. Re: Reading Achievement

The finding is that a baseline has been established for classes 2 - 6 which is based on the Tate materials but the test has not been normed.

The recommendation is that several appropriate standardized tests that possess concurrent validity also be used in subsequent evaluations.

6. Re: Pupil and Teacher Writing Ability

The finding is that both teachers and pupils make the common grammatical and punctuation errors and sentence and paragraph mistakes typical of poor writers of the English language the world over (including US native children) and that they do very little or no free-time reading.

The recommendation is that teachers be taught how to teach writing on the basis of the findings of the Bay Area Writing Project (in which teachers themselves are required to write, correct, and rewrite their own paragraphs, stories, themes, and essays under direct supervision, followed by critiquing and immediate feedback), and that a library be established or library services provided for the exchange of adult and children's books in order to promote free-time reading.

7. Re: Pupil and Teacher Oral Competence

The finding is that, while generally teachers' oral speech was understandable, both teachers and pupils had subject/verb errors, mispronounced words, used inappropriate words, and spoke in phrases or single words rather than sentences. Often their pronunciation/intonation also was faulty, and generally pupils were inept in carrying on a sustained informal conversation.

The recommendation is that teachers and pupils be provided opportunities to practice English with good models on a sustained, systematic basis through inservice eduation, the provision of tape recorders for self and peer critique and evaluation, the supplying of English-speaking cassettes and tapes, the purchase and use of a school radio, and an influx of English-speaking visitors who can mingle informally with teachers and pupils in a natural conversational setting, as exemplified by the PEFL model.

8. Re: Pupil Attitudes

The finding is that the attitude of pupils toward the school, their teachers, learning English, and English as the medium of instruction was positive, friendly, and enthusiastic. Always the pupils were well behaved, albeit somewhat shy. The only negative observation was that often during lessons pupils fidgeted and became restless; they tuned out, and often were easily distracted.

The recommendation is that teachers be given additional support and encouragement to keep up the hard work they are doing, but that the school schedule be revised to include at least one additional 15-minute morning break at which parents be encouraged to provide nutrition, and afternoons be devoted to projects and demonstrations on MWF, and school be dismissed at noon on T and Th, thus reserving these two afternnons for teacher inservice education.

9. Re: Teacher Attitudes

The finding is that the teachers are hard working, dedicated, and sincere. They have a strong commitment to teaching as a career and to the importance of what they are doing in the Mele-Maat School. They evidenced pride in their work, an avid interest in their pupils, and marked enthusiasm for being part of a model school. They eagerly are looking forward to their

first inservice course with Althea Purdy. Their knowledge base, however, is seriously lacking.

The recommendation is that steps be taken to prevent the physical and emotional "burn-out" of teachers through a redesign of the school schedule (as suggested in Recommendation Number 8), better lesson planning and organization be instituted so that more time is devoted to on-task learning, and there is a consequent reduction in teacher talking in favor of pupil doing (as suggested in Recommendation Number 3) and an array of inservice opportunities be made available to strengthen teachers subject matter background in science, social studies, English literature, art, music, agriculture, and arts and crafts.

10. Re: A Comparison Group

The finding is that the Hawthorne Effect is an ever present part of this current evaluation effort and that it likely will grow as the school is visited more often and the teachers sense the importance of the SPC's efforts.

The recommendation is that a comparison school be identified as a second SPC model school, visited by SPC consultants, pupil and teacher data similar to that at Mele-Maat be collected, but otherwise the school be left to its own devices.

BY 1985

With good luck, by 1985 the scenario might be something like the following:

The visitors to the Mele-Maat School find it recently was relocated on village land that is wholly the school's and that new soundproof buildings have been erected. They are well equipped with electricity and running water, modern toilets and basins, locked closets and cupboards, a library of children's books, a fully stocked textbook supply room, and a teachers' room with a library of teachers' books along one wall. Teachers, parent aides, community volunteers, student teachers, and pupil tutors move in and out of classrooms, are around and about them aiding, assisting, encouraging, correcting children who are busily at work doing "on-task" learning. Bulletin boards display a wide variety of written and artistic efforts, and on tables are examples of student projects of many kinds they have completed. Everywhere--on the playground, in the teacher's room--English is spoken. Pupils in groups of varying ages are using radios and tape recorders to listen to, record, and critique their oral English and make their own tapes. The principal proudly tells us that 75 percent of last year's sixth class passed the Primary Qualifying Exam.

"I'd like to say on behalf of the Committee, teachers, and students. we were happy to have you, Mr. and Mrs. Stone, and hope that you had a good time with us. We thank Miss Althea Purdy for arranging for you to visit us in the New Hebrides. You have seen our country and we hope that the beauty of our country surpasses that of other South Pacific Islands.

From the work that you have done with us, we hope that we have given enough information to you and that from what we have given you, we hope you will carry out and make a good survey of our school. From what you did, we hope that you will see the difference from this time to the time you come back. And we hope that when you come, you will still see the same faces, same teachers, and in the case of the Commission, that they were pleased with the time you spent with us. We hope the teachers have been kind in return to your kindness to us. We hope when you return that we will see you again."

- Allen's farewell remarks at
Mele-Maat School Assembly

APPENDIX

Measuring ESL Reading Achievement Tests Rationale

Student MATS Raw Scores

Class 2

3

4

5

6

MATS Test Raw Scores

Grade 2

3

4

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APPENDIX

Rationale for Matching Cloze

The rationale for using matching cloze tests to measure the reading comprehension skills of beginning level ESL students in elementary schools is, like the rationale for using conventional cloze tests as a measure of reading comprehension ability, based upon current psycholinguistic theories of the reading process. One of the widely accepted theories which describes the reading strategies used by good readers is that of Kenneth Goodman (1970). Goodman argues that readers use grapho-phonic, syntatic, and semantic information as they engage in the reading act, and that the best readers use the least amount of text information possible. As they are engaged in the act of reading readers use a specific segment of text information in two ways. First, they use the various kinds of text information available to make guesses (i.e., predictions and tentative hypotheses) about the upcoming text. Second, they use the same text information to confirm, revise, or reject these guesses with regard to text they have just read.

Goodman also points out that good readers are constantly engaged in an editing process as they read, asking themselves whether what they are reading makes sense in terms of meaning and in terms of the syntactic rules of the language. Even good readers, at times, find that this editing process tells them that what they are reading is not making sense or that it does not conform to their knowledge of the syntactic rules of the language. At this point, good readers realize they have made a mistake in sampling the text and they then reread (i.e., regress) in order to correct their previous tentative hypotheses. This editing then actually facilitates, or is a part of, the comprehension process.

A matching cloze test requires the test-taker to use this editing process, but recognizes that beginning level ESL students (especially those who have not developed effective reading strategies in their own language) need to use more text information when they are reading than do students who are more proficient in English. This additional information is provided in the form of word choices for students to insert into the blanks in the test they are reading. When they come to a blank in the text, the surrounding grapho-phonic, syntactic and sematic information is used by the readers to determine which of the choices provided makes the most sense and fits best grammatically.

Neville and Pugh (1976-77) provide evidence to support Goodman's theory about text sampling in the reading process and to support the contention that performance on cloze tests is directly related to the reading process. Their research indicates that poor readers use only the information in front of a blank in determining what word to write in particular blanks on a cloze test, while better readers use information before and after the blanks, thus enabling the better readers to more often determine the correct words to be inserted in the blanks on cloze tests.

In matching cloze, unlike some multiple-choice cloze tests, the directions require students to actually write a word into each of the blanks in the text so that they can later use that as text information in determining what words go in the other blanks, both before and after a particular blank a reader is working on. One of the strongest arguments for contending that matching cloze parallels and measures the actual reading process is that it often forces observable regression. Since the words to be written into a blank can be used only once, a reader sometimes finds that he has already used a word he thinks would be correct for a specific blank. At this point the reader will reread previous portions of the text, establish new hypotheses about the meaning of what he has read and, once satisfied that his revised hypothesis is better than his previous one, he changes his answers. This simple act of rereading, erasing, writing new answers, and again rereading provides considerable evidence that the reader is editing what is being read and that he is drawing upon his reading strategies and linguistic competence in order to try to comprehend the text of the reading test.

For beginning level ESL students, matching cloze tests promote this type of regression and hence force attempted comprehension to a much greater extent than do conventional cloze tests. One specific example illustrates this generalization. A fourth grade Palauan boy taking a matching cloze test, struggled with a five-item segment of about 30 words for several minutes. During this time he changed his answers several times, each time rereading the segment only to be dissatisfied with the result. After several rearrangements of the choices, the words of exasperation could no longer be contained as he uttered the classical phrase of all frustrated readers, "This doesn't make sense."

Besides the theoretical argument for using matching cloze, the procedure has an additional advantage over other measures of reading achievement. As critics of testing have rightly pointed out, testing techniques often influence how the curriculum is presented, that is, teachers begin to teach to the test by developing and using materials of the type to be used in the formal testing programs. When this behavior occurs, students' scores may increase because students become more test-wise rather than because they are better readers. However, based on the rationale developed earlier in this section of the paper, the use of matching cloze as a teaching technique should not only make students more test-wise, but should help students develop some of the effective reading strategies outlined by Goodman (1970).

APPENDIX

MELE-MAAT SCHOOL, VILA

MATS TEST : 4th JULY, 1980

N = 21

GRADE 2

NAME	AGE AS AT JULY 1980	READING I	MATS SCORE SCALE
Stephen Shing	7. 9	14	190
Fakana Kakura	7. 2	10	176
Kalsalea Dicki	7	8	166
John Berry	8. 2	6	156
Alice Metas	8	6	156
Nukutea Matautava	9. 1	3	140
Gideon Stephen Malas	7	2	134
Maelapa Charlie	7. 6	2	134
Toni Robinson	8. 4	2	134
Mary Malachi	7. 7	2	134
George Mathias	6.10	2	134
Alice Lilie	6.11	2	134
Lesly John Albert	7.10	2	134
Francis Masai Kalulu	8	2	134
Taumararea Manaure	7. 6	1	128
Toutaka Kalokoto	7. 9	1	128
Salome Marie Noel	8	1	128
Kaltapanga Jessy	9. 1	1	128
Timaima Seia	8. 6	0	-
Maukie Rakoa	7	0	-
Rose Marie Demapan		0	-

(Possible Score 50).

MELE-MAAT SCHOOL, VILA

MATS TEST : 4th JULY, 1980

N = 20

GRADE 3

NAME	AGE AS AT JULY 1980	READING I	MATS SCORE SCALE
David Bule Benjamin	7. 8	42	256
Elizabeth Soromon	8. 8	38	242
Daniel Harry	9	37	239
Lidia Touteneaki	8. 6	37	239
Luas Manu	10	37	239
Touata Kalo	11	37	239
Metoloa Poilapa	7. 9	36	237
Helen Philip	8.10	36	237
Tola Eddich	8. 7	35	235
Nancy Teeni	9. 7	34	233
Kaloat Chilia	10. 4	33	231
Touravea Mariki	7. 9	30	225
Lines Samson	7.11	30	225
Rangi Kaloruk	9. 2	28	221
Funi Wonga	9. 3	27	219
Freddie Tango Masu	9. 9	27	219
Morrison Malais	8. 4	24	213
Stephen Henry	11.10	20	205
Leipakoa Amos	12. 4	15	193
Benaiah Orech	10.10	3	140

(Possible score 50).

MELE-MAAT SCHOOL, VILA

N = 33

MATS TEST : 4th JULY, 1980

GRADE 4

NAME	AGE AS AT JULY 1980	READING II	MATS SCORE SCALE
Margaret		49	290
Thema J. Shing	10. 5	48	282
Martin Edward	11. 5	46	273
Leipas Alpi	9. 5	46	273
Tousinu Rora	10. 5	46	273
Leikoro Popogi	9. 3	45	270
Toupuakoro Kalei	9. 9	45	270
Anthony Foster	10. 7	45	270
Leiwore Petro	10. 7	44	267
Mary Petro	9. 5	44	267
Touloa Pirigaga	9. 8	40	259
Netty Stephen	8. 5	38	257
Leitapiri Gigie	9. 9	38	257
Johnnie Paul	8.11	37	256
Leiserei Walter	10. 2	37	256
Ruth Lynne Delaellae	10. 9	35	254
Toupogi Kelomele	9. 5	34	252
Etha Annie	11. 3	33	251
Macline Bui	10. 8	33	251
Toutarupa Ken	9. 5	30	248
Salome		29	247
Narupau Charlie	12. 1	28	246
Tairi Kalsuak	10	28	246
Takaran Lisbeth	10. 8	27	245
Kaltaua Dick	8.11	25	243
William Vity	11. 7	24	241
Elsie Kaltulang	11. 9	20	236
Chrissie Mail	10. 5	15	228
Marcel Mail	11. 3	14	226
David Kalsa	9. 7	9	211
Leina Kalsa	10. 7	9	211
Liimararea Ken	8. 9		
John Sande Avok	12. 3		

MELE-MAAT SCHOOL, VILA

MATS TEST : 4th JULY, 1980

N - 32

GRADE 5

NAME	AGE AS AT JULY 1980	READING III	MATS SCORE SCALE
Sam Yarich	11. 7	46	280
Leifae Kalosin	11. 7	46	280
Marther Wotaliu	10.11	45	275
Etha Yaffack	10. 5	45	275
Kalmarakesa Kalch	9. 9	45	275
Tounasopia Renny	12	45	275
Marilyn Samson	11.11	44	272
Kaltakau Manaure	12	43	270
Leitene Jessy	11. 4	43	270
Otil Edith	10. 8	40	265
Mataitonga Kupa	11.11	32	257
Willie Tasabo	13. 4	31	256
Denni Philip	11. 1	30	255
Kalsarape	11. 4	28	253
Tounsama Matautara	11. 8	28	253
Iren Leisande	12. 5	27	252
Alison Vataku	12. 8	24	249
Easther Masi	12. 3	22	247
Kaltava Kalosiki	10. 3	21	246
Leisakoa Tuni	11. 9	21	246
Touleaki Borah	11.10	19	244
Leimanu Joseph	11. 6	18	242
Rose Mary Teeni	13. 7	16	239
Lamoil Sefa	11.10	15	237
Sarah Giddeon	11. 4	15	237
Joseph Tabu	13	14	235
Toukapa Masai Kalulu	12. 9	13	233
Naule Charlie	12. 4	10	225
Alick Gideon	14	9	221
Wendy Enoch	12.11	8	217
Kalchisara Kaltakau	11. 5	4	196
Hellen Donald	12. 3	0	-

(Possible Score - 50).

N = 29

MELE-MAAT SCHOOL, VILA

MATS TEST : 4th JULY, 1980

GRADE 6

NAME	AGE AS AT JULY 1980	READING IV	MATS SCORE SCALE
Maryson Clotia Meta	12. 3	44	
John Bangalulu	13	43	
Flora Nana	11. 7	42	
Leitukurangi Lugen	11. 9	41	
Harold John	12. 4	41	
Kaltavara Pedro	11.10	40	
Kalisto Kaltaliipo	10. 4	40	
Evelyn Leipanas	11	39	
Leirewo Luis	14. 4	38	
Somark Eddie	13. 6	37	
Bob David		37	
Amely Rehab	13.10	35	
Edward Tom	13. 2	34	
Kerol Kaltang	11	34	
Tinno Awona	12. 6	33	
Kalsokari Kakura	11. 7	32	
Tabanga Kaltuwota	11. 2	32	
Jimmy Lulu	13. 4	32	
Helen Bai	12.10	32	
Wanaru Joe Mansale	12	31	
Kalsautu Tui	12. 1	31	
Meto Pala	12. 7	29	
Noel Kalsokari	12. 7	29	
Rael Luran	12.11	28	
Manaika Arther Mansale	12. 4	22	
Joe Robert	13. 1	17	
Elizabeth Miama	13. 6	12	
Sacklyn Lomark	12. 7		
Charlie Kalpotoka	11. 8		

(Possible Score = 50).

MELE-MAAT SCHOOL, VILA

N = 20

MATS TEST - JULY, 1980

GRADE 2.

NAME	AGE AS AT JULY 1980	LISTENING
Stephen Shing	7.9	30
Alice Metas	8	24
Salome Marie Noel	8	24
Alice Little	6.11	23
Mary Malachi	7.7	22
George Mathias	6.10	21
Francis Masai Kalulu	8	19
Fakana Kakura	7.2	18
Kalsalea Dicki	7	17
Nukutea Matautava	9.1	16
Thumararea Manaure	7.6	16
Toni Robinson	8.4	16
Kaltapanga Jessy	9.1	15
Timaima Seia	8.6	15
Toutaka Kalokoto	7.9	14
Lesly John Albert	7.10	13
Maelapa Charlie	7.6	7
John Berry	8.2	5
Maukie Rakoa	7	4
Gideon Stephen Malas	7	3
[illegible] Marie Demapan		Absent

(Possible Score = 30)

(Average = 16.1)

MELE-MAAT SCHOOL, VILA

MATS TEST - JULY, 1980

N = 22

GRADE 3.

NAME	AGE AS AT JULY 1980	LISTENING
Helen Philip	8.10	28
Nancy Teeni	9.7	27
Rangi Kaloruk	9.2	27
Morrison Malais	8.4	27
Luas Manu	10	27
Touravea Mariki	7.9	26
Benaiah Orech	10.10	25
Philip Lagan	8.3	25
Freddie Tango Masu	9.9	25
Kaloat Chilia	10.4	25
Daniel Harry	9	25
David Bule Benjamin	7.8	25
Elizabeth Soromon	8.8	24
Lidia Touteneaki	8.6	24
Touata Kalo	11	24
Metoloa Poilapa	7.9	24
Tuni Wonga	9.3	24
Leipakoa Amos	12.4	24
Tola Eddich	8.7	23
Stephen Henry	11.10	21
Lines Samson	7.11	13
Betina Alian	10.6	13

(Possible Score = 30)

(Average = 23.9)

MELE-MAAT SCHOOL, VILA

MATS TEST - JULY, 1980

N = 31

GRADE 4.

NAME	AGE AS AT JULY 1980	LISTENING
Margaret Woleg		35
Kalome		33
Narupau Charlie	12.1	33
Macline Bui	10.8	32
Toutarupa Ken	9.5	32
Takaran Lisbeth	10.8	32
Chrissie Mail	10.5	32
Laina Kalsa	10.7	32
Thema J. Shing	10.5	31
Tousinu Rora	10.5	31
Leikoro Popogi	9.3	31
Toupuakoro Kalei	9.9	31
Mary Petro	9.5	31
Johnnie Paul	8.11	31
Etha Annie	11.3	31
David Kalsa	9.7	31
Martin Edward	11.5	30
Leipas Alpi	9.5	30
Anthony Foster	10.7	30
Toula Pirigaga	9.8	30
Tairi Kalsuak	10	30
Elsie Kaltulang	11.9	30
Marcel Mail	11.3	30
Kaltaua Dick	8.11	29
Liimararea Ken	8.9	28
Leitapiri Gigie	9.9	27
Leiwore Petro	10.7	26
Leiserei Walter	10.2	26
Betty Stephen	8.5	25
Ruth Lynne Delaellae	10.9	25
Thupoqi Kelomele	9.5	23
William Vity	11.7	Absent
John Sande Avok	12.3	Absent

(Possible Score = 35)

N = 32

MELE-MAAT SCHOOL, VILA

MATS TEST - JULY, 1980

GRADE 5.

NAME	AGE AS AT JULY 1980	LISTENING
Kaltakau Manaure	12	31
Tokana Naano	10.7	31
Rose Mary Teeni	13.7	30
Sam Yarich	11.7	29
Tounsama Matautara	11.8	29
Kalmarakesa Kalch	9.9	28
Alison Vataku	12.8	28
Alick Gideon		28
Willie Tasabo	13.4	27
Denni Philip	11.1	27
Joseph Tabu	13	27
Naule Charlie	12.4	27
Tounasopia Renny	12	26
Otil Edith	10.8	26
Kalsarape	11.4	26
Kaltava Kalosiki	10.3	26
Marilyn Samson	11.11	25
Marther Wotaliu	10.11	24
Etha Yaffack	10.5	24
Mataitonga Kupa	11.11	24
Sarah Giddeon	11.4	23
Teisakoa Tuni	11.9	22
Esther Masi	12.3	21
Touleaki Borah	11.10	21
Leimanu Joseph	11.6	21
Wendy Enoch	12.11	21
Iren Leisande	12.5	20
Leitene Jessy	11.4	19
Lamoil Sefa	11.10	19
Toukapa Masai Kalulu	12.9	19
Hellen Donald	12.3	14
Kalchisara Kaltakau	11.5	2

(Possible Score = 35)

(Average = 23.9)